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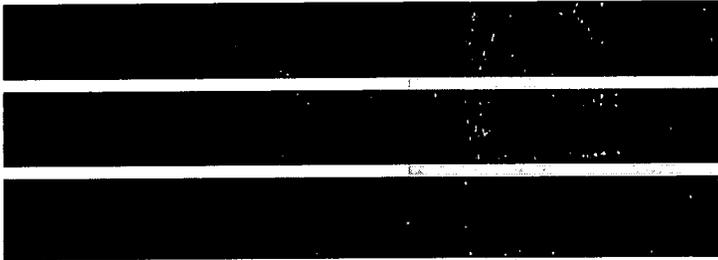
ABSTRACT

This document details Florida's state, elementary and secondary, arts education standards, approved May 29, 1996. The document outlines standards for dance, music, theater, and the visual arts. For each subject area, standards are given for grades preK-2, grades 3-5, grades 6-8, and grades 9-12. The student standards focus on skills and techniques, creation and communication, cultural and historical connections, aesthetic and critical analysis, and applications to life. (BT)

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# Florida Department of Education

ED 439 034



## Sunshine State Standards

### The Arts

(Approved May 29, 1996)

SO 030 613

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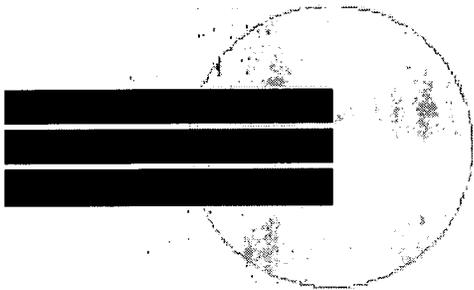
## Sunshine State Standards

### The Arts

(Approved May 29, 1996)

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# Sunshine State Standards Dance

## Grades PreK-2

### Dance Skills and Techniques

**Standard 1:** The student identifies and demonstrates movement elements in performing dance.

1. knows basic nonlocomotor/axial movements (e.g., bend, twist, and swing).
2. knows simple locomotor movements (e.g., walk, run, hop, jump, and leap) and compound locomotor movements (e.g., gallop, slide, and leap).
3. performs movement with kinesthetic awareness (i.e., how the body moves) and concentration at high, middle, and low levels in space.
4. moves to various sounds, including rhythmic accompaniment, and responds to changes in tempo.
5. moves following straight and curved pathways.

**Standard 2:** The student understands choreographic principles, processes, and structures.

1. creates a series of movements with a beginning, middle, and end.
2. uses improvisation to explore and create movement ideas (e.g., walk across the room, stop two times, and change level once).
3. creates movement patterns alone, with partners, and with groups.

### Creation and Communication

**Standard 1:** The student understands dance is a way to create meaning.

1. understands how gestures and movement communicate meaning.
2. creates a movement phrase that communicates feelings.

### Cultural and Historical Connections

**Standard 1:** The student demonstrates and understands dance in various cultures and historical periods.

1. understands how dance expresses and embodies elements of a culture.
2. explores movement in response to the sounds and music that reflect a specific culture.
3. knows the similarities and differences that exist between dance patterns of various cultures.

### **Aesthetic and Critical Analysis**

**Standard 1:** The student applies and demonstrates critical and creative thinking skills in dance.

1. finds multiple solutions to given movement problems.
2. understands that dance is sequential with a beginning, middle, and end.
3. understands that critical analysis of dance performances are based on personal opinion.
4. knows a simple descriptive vocabulary of movement.

### **Applications to Life**

**Standard 1:** The student makes connections between dance and healthful living.

1. knows how daily dance practice improves strength, coordination, and flexibility.
2. understands how healthy living practices (e.g., proper nutrition, adequate sleep, and daily exercise) contribute to enhanced dance movement abilities.

**Standard 2:** The student makes connections between dance and other disciplines.

1. knows how to express a visual image through movement (e.g., move like a cat, an ocean wave, or a cloud).

## **Grades 3-5**

### **Skills and Techniques**

**Standard 1:** The student identifies and demonstrates movement elements in performing dance.

1. uses underlying principles of body movement (e.g., alignment, balance, imitation of movement, articulation of isolated body parts, weight shift, elevation and landing, contraction and release, and fall and recovery).

2. knows dance steps, positions, and patterns from various dance forms or traditions (e.g., ethnic, modern, and ballet).
3. uses transitional movements to connect motions made at low, middle, and high levels, both in place and through space.

**Standard 2:** The student understands choreographic principles, processes, and structures.

1. explores the use of basic choreographic principles (e.g., transition and dynamic change).
2. creates structured improvisations of dance movements in a variety of groupings.
3. creates a dance phrase (i.e., a brief sequence of related movements that has a sense of rhythmic completion), repeats it, and varies it (e.g., makes changes in time, space, and force/energy).
4. works with others using partnering skills such as imitating, leading, following, and mirroring.

### Creation and Communication

**Standard 1:** The student understands dance is a way to create meaning.

1. knows the difference between pantomiming and abstracting a gesture and performs a gesture using each technique.
2. performs movement sequences to various accompaniments (e.g., sound, music, and spoken text), demonstrating their effect.
3. creates a dance that communicates experiences and ideas of personal significance.

### Cultural and Historical Connections

**Standard 1:** The student demonstrates and understands dance in various cultures and historical periods.

1. knows the traditions and techniques (e.g., steps and movement styles) of various dances (e.g., folk, social, and classical) in various cultures and time periods.
2. performs folk, social, and classical dances from various cultures.
3. understands the role of dance in different cultures.

### Aesthetic and Critical Analysis

**Standard 1:** The student applies and demonstrates critical and creative thinking skills in dance.

1. understands how individual solutions to movement problems are based on personal choices.
2. understands similarities and differences among various dance compositions in terms of space, time, and force.
3. knows possible aesthetic criteria for evaluating dance (e.g., skill of performers, originality, visual and emotional impact, variety, and contrast).

## **Applications to Life**

**Standard 1:** The student makes connections between dance and healthful living.

1. creates personal improvement goals in dance and uses problem-solving techniques to achieve goals.
2. knows movement strategies that involve injury prevention (e.g., strength training, flexibility, and coordination).
3. understands how a healthy lifestyle program, which involves proper nutrition, adequate sleep, and daily exercise, leads to enhanced dance performance.

**Standard 2:** The student makes connections between dance and other disciplines.

1. creates a movement study that illustrates a concept from another discipline (e.g., creates patterns from math forms such as ABA).

## **Grades 6-8**

### **Skills and Techniques**

**Standard 1:** The student identifies and demonstrates movement elements in performing dance.

1. uses appropriate skeletal alignment, strength, flexibility, agility, and coordination in various movement phrases.
2. performs complex dance steps and movements from various dance forms or traditions.
3. creates movement patterns that convey ideas, thoughts, or feelings
4. transfers rhythmic patterns from the aural to the kinesthetic.

**Standard 2:** The student understands choreographic principles, processes, and structures.

1. creates movement sequences with specific choreographic principles (e.g., theme and variation, canon, and rondo).
2. uses improvisations to generate movement for composition and choreography.

3. creates movement sequences that communicate an understanding of structures or forms (e.g., ABA, canon, and narrative) through brief dance studies.
4. knows how to use choreographic processes and structures (e.g., improvisation, sequencing, and chance) to choreograph dance in groups.

### **Creation and Communication**

**Standard 1:** The student understands dance is a way to create meaning.

1. uses movement choices to communicate abstract ideas.
2. uses various elements (e.g., lighting and costume design) to influence the interpretation of a dance.
3. creates dance that reflects and communicates experiences and ideas of personal significance.

### **Cultural and Historical Connections**

**Standard 1:** The student demonstrates and understands dance in various cultures and historical periods.

1. knows the historical role of dance in social and performance situations (e.g., concert and theater).
2. understands the similarities and differences among movements from various American socialdances.
3. knows the role of social, classical, and theatrical dance in contemporary society.

### **Aesthetic and Critical Analysis**

**Standard 1:** The student applies and demonstrates critical and creative thinking skills in dance.

1. understands the concept of revision within the choreographic process.
2. creates and uses a set of aesthetic criteria and applies it in the evaluation of personal and others' work.
3. knows how to formulate and answer aesthetic questions about dance in physical, perceptual, conceptual, and qualitative terms.

### **Applications to Life**

**Standard 1:** The student makes connections between dance and healthful living.

1. uses and applies the concepts of healthy lifestyle choices and methods of conditioning for maximum performance in dance.
2. understands how the discipline of dance contributes to personal growth.

**Standard 2:** The student makes connections between dance and other disciplines.

1. understands the ways in which dance and other disciplines can express similar ideas (e.g., how they can "comment" on political and social issues).
2. understands the ways various media (e.g., technology, music, and visual art) can be used to reinforce, enhance, or alter a dance idea

## Grades 9-12

### Skills and Techniques

**Standard 1:** The student identifies and demonstrates movement elements in performing dance.

1. uses correct body alignment, strength, flexibility, and coordination in the performance of technical movements
2. performs technical dance skills with artistic expression (e.g., musicality, clarity, and stylistic nuance).
3. uses improvisation to solve movement problems and adjusts choices based on the movement responses of other dancers.
4. performs extended movement sequences and rhythmic patterns.

**Standard 2:** The student understands choreographic principles, processes, and structures.

1. uses both traditional and invented movements to manipulate choreographic principles.
2. knows how improvisation is used to create movement for choreography
3. creates a dance that displays choreographic intent.

### Creation and Communication

**Standard 1:** The student understands dance is a way to create meaning.

1. understands similarities and differences in the communicated meaning of dance performances from various perspectives (e.g., self, others, cultures, and dance traditions).
2. understands how meaning is communicated with respect to one's own choreographic work
3. creates a dance that effectively communicates or comments on contemporary, social, or political themes.

## **Cultural and Historical Connections**

**Standard 1:** The student demonstrates and understands dance in various cultures and historical periods.

1. knows significant historical events that have occurred in the development of dance.
2. understands similarities and differences between various forms of dance.
3. understands the impact society and history have on choreographic styles and trends.
4. understands the changing role of commercial and artistic forms of dance in American culture.

## **Aesthetic and Critical Analysis**

**Standard 1:** The student applies and demonstrates critical and creative thinking skills in dance.

1. understands that dance is created and revised according to artistic decisions.
2. understands the process of observation and analysis in developing a critique of a finished work.
3. understands issues of ethnicity, gender, socioeconomic class, age and/or physical condition in relation to dance.

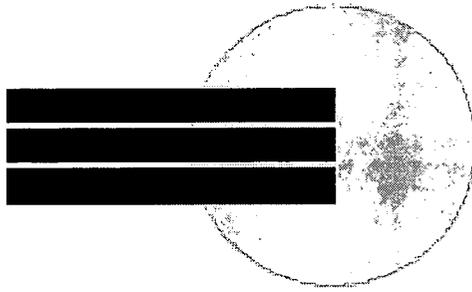
## **Applications to Life**

**Standard 1:** The student makes connections between dance and healthful living.

1. understands and applies healthy lifestyle choices that positively affect dancers.
2. understands the challenges that face professional performers in maintaining healthy lifestyles.

**Standard 2:** The student makes connections between dance and other disciplines.

1. uses technology to enhance a movement study.
2. uses dance as a means of expressing ideas from other subject areas (e.g., patterns or cycles of nature or important historical events).
3. understands how various science disciplines (e.g., anatomy, kinesiology, exercise physiology, and somatics) are applied to dance.
4. understands historical and cultural images of the body in dance in comparison to images of the body in contemporary media.



# Sunshine State Standards Music

## PreK-2

### Skills and Techniques

**Standard 1:** The student sings, alone and with others, a varied repertoire of music.

1. sings songs within a five-to-seven note range alone and maintains the tonal center.
2. sings simple songs (e.g., folk, patriotic, nursery rhymes, rounds, and singing games) with appropriate tone, pitch, and rhythm, with and without accompaniment.
3. sings a culturally diverse repertoire of songs (some from memory), with appropriate expression, dynamics, and phrasing.

**Standard 2:** The students performs on instruments, alone and with others, a varied repertoire of music.

1. performs independently simple patterns and melodies on rhythmic and melodic classroom instruments (e.g., percussion instruments and barred instruments) and maintains a steady tempo.
2. performs expressively with appropriate dynamics and tempos on classroom and ethnic instruments.

**Standard 3:** The students reads and notates music.

1. reads simple rhythmic and melodic notation, using traditional and non traditional symbols.
2. demonstrates pitch direction by using visual representation (e.g., steps and line drawings).
3. writes the notation for simple rhythmic patterns that have been performed by someone else.

## **Creation and Communication**

**Standard 1:** The student improvises melodies, variations, and accompaniments.

1. improvises appropriate "musical answers" (e.g., simple rhythmic variations) in the same style to given rhythmic phrases.
2. improvises simple rhythmic and melodic patterns and accompaniments.

**Standard 2:** The student composes and arranges music within specific guidelines.

1. creates simple accompaniments with classroom instruments.

## **Cultural and Historical Connections**

**Standard 1:** The student understands music in relation to culture and history.

1. knows music from several different genres and cultures (e.g., vocal and instrumental, African and Latin American).
2. understands how rhythm and tone color are used in different types of music around the world.
3. knows the general cultural and/or historical settings of various types of music (e.g., songs related to American celebrations and daily life).

## **Aesthetic and Critical Analysis**

**Standard 1:** The student listens to, analyzes, and describes music.

1. knows how to respond to selected characteristics of music (e.g., the melodic phrase is the same or different, the tempo is fast or slow, and the volume is loud or soft) through appropriate movement.
2. identifies, upon hearing, familiar instruments and voice types (e.g., trumpet, piano, triangle, tambourine, child, or adult).
3. knows simple music vocabulary (e.g., fast, slow, loud, and soft) to describe what is heard in a variety of musical styles.
4. understands how music can communicate ideas suggesting events, feelings, moods, or images.

**Standard 2:** The student evaluates music and music performance.

1. identifies simple criteria for the evaluation of performances and compositions.
2. knows how to offer simple, constructive suggestions for the improvement of his or her

own and others' performances.

## **Applications to Life**

**Standard 1:** The student understands the relationship between music, the other arts, and disciplines outside the arts.

1. understands how concepts within and between art forms are related (e.g., shape and line in music and art; and sequence and meter in music, theater, and dance).
2. understands how music is related to other subjects (e.g., how vibrations, which are studied in science, produce musical sounds).

**Standard 2:** The student understands the relationship between music and the world beyond the school setting.

1. knows how music is used in daily life (e.g., for entertainment or relaxation).
2. knows appropriate audience behavior in a given music setting (e.g., religious service, symphony concert, and folk or pop concert).
3. understands that musical preferences reflect one's own experiences.
4. understands the role of musicians (e.g., song leader, conductor, composer, and performer) in various musical settings and/or cultures.

## **Grades 3-5**

### **Skills and Techniques**

**Standard 1:** The student sings, alone and with others, a varied repertoire of music.

1. sings songs (e.g., descants, rounds, partner songs, two- and three-part songs) maintaining own part and using proper breathing techniques and a pleasing tone, with and without accompaniments.
2. sings music (some from memory) representing various cultures, genres (e.g., march, work song, and lullaby), and styles (e.g., of various cultures and composers).
3. uses appropriate expressive and stylistic devices (e.g., dynamics, tone quality, phrasing, articulation, interpretation).
4. blends vocal timbres, matches dynamic levels, and responds to the cues of a conductor when singing as part of a group.

**Standard 2:** The students perform on instruments, alone and with others, a varied repertoire of music.

1. independently performs melodies and patterns with various rhythmic, melodic, and harmonic classroom instruments (e.g., recorders, keyboards, barred instruments, and autoharps) with appropriate instrumental techniques.
2. performs a variety of music genres and styles expressively on classroom and ethnic instruments (e.g., pop, folk, Caribbean, Polynesian, and classical).
3. performs on classroom instruments (independently and in groups) and responds to tempo, balance, and blend cues of a conductor .
4. performs simple music phrases by ear.

**Standard 3:** The students reads and notates music.

1. sight reads simple melodies from standard notation on the treble clef; 2/4, 3/4, and 4/4 meters; and various major keys.
2. accurately interprets music symbols and terms for dynamics, tempos, articulation, and expression when performing.
3. writes notation for simple melodic patterns that have been performed by someone else.

### **Creation and Communication**

**Standard 1:** The student improvises melodies, variations, and accompaniments.

1. improvises "musical answers" (e.g., rhythmic variations and melodic embellishments) in the same style to given rhythmic and melodic phrases.
2. improvises through singing and playing simple rhythmic and melodic ostinato (e.g., repetitive short music patterns) and variations on familiar melodies.

**Standard 2:** The student composes and arranges music within specific guidelines.

1. knows how to compose short songs and instrumental pieces within specified guidelines and with a variety of traditional and nontraditional sound sources (e.g., voices, instruments, drum machine, paper tearing, foot tapping, and finger snapping) to express an idea or feeling.
2. understands how composed music communicates text, ideas, meanings, and emotion.

### **Cultural and Historical Connections**

**Standard 1:** The student understands music in relation to culture and history.

1. knows music and composers that represent various historical periods and cultures (e.g., orchestral and band, Baroque and Handel, Villa-Lobos and mariachi).
2. describes how basic elements of music (e.g., rhythm, melody, timbre, texture, and

- dynamics) are used in different types of music around the world.
3. understands the roles that regions, events, and historical contexts have in generating various types of music (e.g., Appalachian, zydeco, and salsa).
  4. knows representative composers and well-known musicians (e.g., Sousa, Foster, Copland, and Louis Armstrong) who influenced various types of American music.

## **Aesthetic and Critical Analysis**

**Standard 1:** The student listens to, analyzes, and describes music.

1. knows how to analyze simple songs in regard to rhythm, melodic movement, and basic forms (e.g., ABA, verse, and refrain).
2. identifies instruments and their "families" (e.g., violin as a string instrument; flute as a woodwind) and performance groups (e.g., band, chorus, or string quartet).
3. uses perceptual skills and appropriate terminology to describe aural examples of diverse music.

**Standard 2:** The student evaluates music and music performance.

1. knows how to devise simple criteria to evaluate performances and compositions.
2. uses specific criteria to identify strengths and weaknesses and to make suggestions for changes in his or her own and in others' performances.

## **Applications to Life**

**Standard 1:** The student understands the relationship between music, the other arts, and disciplines outside the arts.

1. knows similarities and differences in artistic vocabulary.
2. understands the relationship between music and other subjects (e.g., between folk songs and historical events).

**Standard 2:** The student understands the relationship between music and the world beyond the school setting.

1. knows multiple uses of music in the media (e.g., to create a dramatic atmosphere or for advertising or entertainment).
2. knows and applies appropriate audience behavior in various musical settings (e.g., symphony concerts, school concerts, and parades).
3. understands that music preferences reflect one's own personal experiences and respects differing values and tastes in music.

4. understands the roles of musicians and their importance in various musical settings and cultures (e.g., a singing story teller and a concert master).

## **Grades 6-8**

### **Skills and Techniques**

**Standard 1:** The student sings, alone and with others, a varied repertoire of music.

1. sings choral works (appropriate for the changing male and female voice) with three- and four-part harmonies, with and without accompaniment.
2. sings, with appropriate expression, a repertoire of music literature from various styles and historical periods.
3. performs in choral ensembles with appropriate blend of tones, balance of sections, and response to the cues of a conductor.

**Standard 2:** The students performs on instruments, alone and with others, a varied repertoire of music.

1. performs on at least one instrument (alone and in groups) with proper techniques (e.g., embouchure, posture, or bow control).
2. performs, as a member of a music ensemble, with expression, easy to moderate music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).
3. performs with basic ensemble skills (e.g., blends instrumental timbres, matches dynamic levels, and responds to the cues of a director).

**Standard 3:** The students reads and notates music.

1. sight reads music in bass and/or treble clefs written in simple and compound meters.
2. uses notation and symbols to organize musical ideas.
3. writes notation for rhythmic and melodic phrases that have been performed by someone else.

### **Creation and Communication**

**Standard 1:** The student improvises melodies, variations, and accompaniments.

1. improvises simple harmonic accompaniments for a given melody.
2. improvises short melodies over given rhythmic accompaniment.

**Standard 2:** The student composes and arranges music within specific guidelines.

1. uses basic principles of composition to create short pieces for voice and/or instruments using both traditional and non traditional sound sources that express an idea or a feeling.
2. arranges simple pieces for voices or instruments other than those for which the pieces were written.
3. composes short pieces with others that express an idea or a feeling.

### **Cultural and Historical Connections**

**Standard 1:** The student understands music in relation to culture and history.

1. knows the main characteristics of the music of various cultures, historical periods, genres, and composers.
2. knows representative examples of various American music genres.
3. knows the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).

### **Aesthetic and Critical Analysis**

**Standard 1:** The student listens to, analyzes, and describes music.

1. identifies major musical themes or patterns which outline the form of a composition.
2. knows basic music principles and structures (e.g., tonality, melody, and harmony) used to analyze music.
3. understands how the elements of music are manipulated to contribute to the expressive quality of music.

**Standard 2:** The student evaluates music and music performance.

1. creates criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.
2. uses specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

### **Applications to Life**

**Standard 1:** The student understands the relationship between music, the other arts, and disciplines outside the arts.

1. understands the relationships between music and other subjects and how each expresses

events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pieta).

2. understands how the elements of music connect to other subject areas (e.g., how acoustics connect to science).

**Standard 2:** The student understands the relationship between music and the world beyond the school setting.

1. understands the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.
2. uses informed consumer choices concerning music (e.g., appreciation for certain selections, performers, composers based on one's own criteria).
3. understands the role of music, musicians, and performance practices in various cultures.
4. understands the uniqueness of music and its importance in society (e.g., public and private rituals).

## Grades 9-12

### Skills and Techniques

**Standard 1:** The student sings, alone and with others, a varied repertoire of music.

1. sings accurately, with and without accompaniment, standard choral repertoire (e.g., music written in four-, five-, or six-part madrigal or double choir) with appropriate vocal technique.
2. uses appropriate vocal styles and techniques of various musical literature (e.g., jazz, Baroque, gospel, and swing).
3. uses ensemble skills (e.g., balance, intonation, and rhythmic unity) in both formal and informal settings with choral groups of various sizes and styles (e.g., concert choir, show choir, barbershop quartet, octet, madrigal).

**Standard 2:** The students performs on instruments, alone and with others, a varied repertoire of music.

1. performs on at least one instrument, alone and in groups, with proper playing techniques (e.g., embouchure, posture, or bow control) and attends to melodic phrasing, rhythmic accuracy, and articulation.
2. performs music of moderate to advanced difficulty of diverse genres and styles on at least one instrument (e.g., keyboard, wind, percussion, or string instruments).
3. performs in large and small instrumental groups with proper ensemble skills (e.g., blend, balance, and intonation).

4. performs melodic phrases accurately, after hearing only once.

**Standard 3:** The students reads and notates music.

1. sight reads one's part in a four-part vocal or instrumental score.
2. describes how traditional and non-traditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).
3. writes the notation for a simple harmonic progression performed by someone else.

### **Creation and Communication**

**Standard 1:** The student improvises melodies, variations, and accompaniments.

1. improvises harmonic accompaniments in pentatonic, major, and minor modes.
2. improvises melodies over a given chord progression with appropriate notes and rhythm.

**Standard 2:** The student composes and arranges music within specific guidelines.

1. uses basic principles to create compositions in distinct styles and in different media to express an idea or feeling.
2. arranges familiar music for voices or instruments for a specific event or function.

### **Cultural and Historical Connections**

**Standard 1:** The student understands music in relation to culture and history.

1. describes and classifies unfamiliar music according to style, period, composer, culture, or performer.
2. understands the development of American music (e.g., country, blues, folk, stage or film, and gospel).
3. understands the influence of significant composers and performers on musical styles, traditions, and performance practices.

### **Aesthetic and Critical Analysis**

**Standard 1:** The student listens to, analyzes, and describes music.

1. perceives and remembers significant music events within a composition.
2. analyzes music events within a composition using appropriate music principles and

technical vocabulary.

3. understands the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.

**Standard 2:** The student evaluates music and music performance.

1. establishes a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
2. understands the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

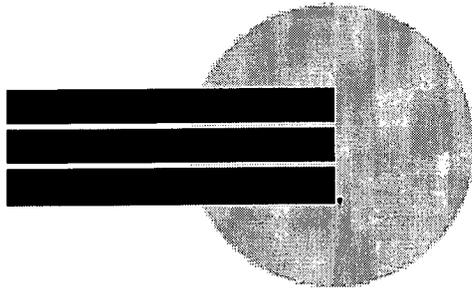
### **Applications to Life**

**Standard 1:** The student understands the relationship between music, the other arts, and disciplines outside the arts.

1. understands how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.
2. understands how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.

**Standard 2:** The student understands the relationship between music and the world beyond the school setting.

1. knows characteristics that make music suitable for specific occasions and purposes and responds appropriately within various musical settings.
2. uses informed consumer choices concerning music based on personal criteria (e.g., rationalizes and defends musical preferences).
3. knows the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.



# Sunshine State Standards Theatre

## Grades Pre K-2

### Skills and Techniques

**Standard 1:** The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions.

1. creates imagined characters, relationships, and environments, using basic acting skills (e.g., sensory recall, concentration, pantomime, and vocal improvisation).
2. creates, individually and in groups, animate and inanimate objects through the movement of the human body (e.g., pantomimes living and non-living objects such as rocks, trees, and celestial objects).

**Standard 2:** The student directs by interpreting dramatic texts and organizing and conducting rehearsals for formal and informal productions.

1. communicates with others ideas about characterization and plot development within dramatic-play activities.

**Standard 3:** The student designs, conceptualizes, and interprets formal and informal productions.

1. designs the playing space to communicate character and action in specific locales.

### Creation and Communication

**Standard 1:** The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences.

1. creates simple scenes that have a setting, dialogue, and plot.

## **Cultural and Historical Connections**

**Standard 1:** The student understands context by analyzing the role of theatre, film, television, and electronic media in the past and present.

1. expresses remembered ideas, feelings, and concepts of common daily activities through dramatic play.
2. understands how we learn about ourselves, our relationships and our environment through forms of theatre (e.g., film, television, plays, and electronic media).
3. understands characters, situations, and dramatic media from the stories and dramas of various cultures.

## **Aesthetic and Critical Analysis**

**Standard 1:** The student analyzes, criticizes, and constructs meaning from formal and informal theatre, film, television, and electronic media.

1. portrays imaginary sensory experiences (e.g., smelling a flower or touching velvet) through dramatic play.
2. gives reasons for personal preferences for formal or informal performances.
3. understands appropriate audience responses to dramatic presentations.
4. understands how theatre communicates events of everyday life.
5. understands the similarities and differences between play acting, pretending, and real life.

## **Applications to Life**

**Standard 1:** The student understands applications of the role of theatre, film, television, and electronic media in everyday life.

1. uses role playing to resolve everyday conflict situations (e.g., fighting over a toy, bullying others, and stealing someone's property).
2. understands the similarities and differences among how emotions are expressed in theatre, dramatic media, music, dance, and visual art.
3. cooperates with others to create formal and informal theatrical works and to solve the problems inherent in simple scenes (e.g., listens while others speak, sets goals, shows self discipline, and meets deadlines).

## Grades 3-5

### Skills and Techniques

**Standard 1:** The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions.

1. creates imagined characters, relationships, and environments, using basic acting skills (e.g., breath control, diction, concentration, and control of isolated body parts).

**Standard 2:** The student directs by interpreting dramatic texts and organizing and conducting rehearsals for formal and informal productions.

1. communicates directing choices to actors in improvised and scripted scenes.
2. collaborates with actors to modify scripts for character motivation.

**Standard 3:** The student designs, conceptualizes, and interprets formal and informal productions.

1. understands the relationships among scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and in formal play productions.
2. creates an environment (e.g., with scenery, props, sound effects, and costumes) to communicate locale and mood.

### Creation and Communication

**Standard 1:** The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences.

1. knows how improvised dialogue and scenes are used to tell stories and create characters based on historical, literary, and everyday situations.

### Cultural and Historical Connections

**Standard 1:** The student understands context by analyzing the role of theatre, film, television, and electronic media in the past and present.

1. understands how cultural influences are expressed in the portrayal of characters and themes through the dramatic media chosen.
2. understands how theatre is an interpretation of actual events in history and everyday life.

3. understands how theatre reflects culture through universal characters and dramas from various cultures and historical time periods.

### **Aesthetic and Critical Analysis**

**Standard 1:** The student analyzes, criticizes, and constructs meaning from formal and informal theatre, film, television, and electronic media.

1. knows how theatre uses visual elements (e.g., set design and costuming), sound (e.g., sound effects and vocal inflection), and movement (e.g., staging and character portrayal) to communicate.
2. understands the similarities and differences between real life and the theatre's representation of life (e.g., the meaning of the concept, "willing suspension of disbelief").
3. uses theatre terms when evaluating a performance.
4. articulates emotional responses to the whole, as well as parts of, dramatic performances.

### **Applications to Life**

**Standard 1:** The student understands applications of the role of theatre, film, television, and electronic media in everyday life.

1. understands the emotional and social impact of theatre, film, and television on an individual's life and community and in other cultures.
2. understands the artistic characteristics of various media (e.g., theatre, dramatic media, dance, music, and visual arts) and the advantages and disadvantages of telling stories through those artistic media.
3. understands theatre as a social function and theatre etiquette as the responsibility of the audience.
4. collaborates in the construction of formal and informal productions (e.g., shows respect and uses proper social skills with peers).

## **Grades 6-8**

### **Skills and Techniques**

**Standard 1:** The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions.

1. develops characters, relationships, and environments from written sources (e.g., plays, stories, poems, and history).

**Standard 2:** The student directs by interpreting dramatic texts and organizing and conducting rehearsals for formal and informal productions.

1. uses the elements of dramatic form (e.g., plot, character, dialogue, conflict and resolution, and setting) to stage a play.

**Standard 3:** The student designs, conceptualizes, and interprets formal and informal productions.

1. safely selects and creates elements of scenery, properties, lighting, costumes, make-up, and sound to signify a character and setting.
2. develops and uses technical sound effects such as microphones, synthesizers, tapes, and CDs to emphasize and enhance the meaning of a play.

### **Creation and Communication**

**Standard 1:** The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences.

1. collaborates with actors to refine original scripts and justify writing choices.

### **Cultural and Historical Connections**

**Standard 1:** The student understands context by analyzing the role of theater, film, television, and electronic media in the past and present.

1. understands how social and universal concepts in various cultures and historical periods are expressed through universal themes in theater.
2. understands the social impact of historical and cultural events on the theater (e.g., art imitates life; life imitates art).
3. understands the lives, works, and influences of representative theater artists from various cultures and historical periods.

### **Aesthetic and Critical Analysis**

**Standard 1:** The student analyzes, criticizes, and constructs meaning from formal and informal

theater, film, television, and electronic media.

1. understands a character in a play through exploration of internal characterization (e.g., emotions and motivations) and external characterization (e.g., background, posture, mannerisms, and dress).
2. understands the relationship of plot, conflict, and theme in a play.
3. develops criteria for the evaluation of dramatic texts and performances.
4. understands that theater experiences involve empathy (e.g., vicarious identification with characters and actions) and aesthetic distance (e.g., recognition that the play is not real life).

### **Applications to Life**

**Standard 1:** The student understands applications of the role of theater, film, television, and electronic media in everyday life.

1. understands the influence various arts media have on theatrical productions.
2. understands the reasons for personal reactions and audience reactions to various media and multiple art forms (e.g., staging environment, past experiences, and culture).
3. knows pertinent skills, discipline, and knowledge needed to pursue careers and recreational opportunities in theater, film, television, and electronic media.
4. understands the value of collaboration in creating a theatrical production.
5. knows about significant playwrights, performers, directors, and producers and their contributions to theater.

## **Grades 9-12**

### **Skills and Techniques**

**Standard 1:** The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions.

1. uses classical, contemporary, and vocal acting techniques and methods to portray the physical, emotional, and social dimensions of characters from various genres and media.

**Standard 2:** The student directs by interpreting dramatic texts and organizing and conducting rehearsals for formal and informal productions.

1. uses unified production concepts and techniques (e.g., auditioning, directing, producing,

and scheduling) for various media (e.g., theater, film, television, and electronic media).

**Standard 3:** The student designs, conceptualizes, and interprets formal and informal productions.

1. uses scientific and technological advances to develop visual and aural staging elements that complement the interpretation of a text.
2. understands the technical (physical and chemical) aspects of theater production to safely create properties, sound, costumes, and makeup.
3. designs, implements, and integrates all sound effects into the production concept.
4. understands all technical elements used to influence the meaning of the drama.

### **Creation and Communication**

**Standard 1:** The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences.

1. understands how actors, directors, and designers create and refine dialogue and stage directions that convey the playwright's intent.

### **Cultural and Historical Connections**

**Standard 1:** The student understands context by analyzing the role of theater, film, television, and electronic media in the past and present.

1. understands cultural and historical influences on dramatic forms (e.g., theater, film, and television).
2. understands how the development of theatrical forms and production practices are used to discover symbolic clues in dramatic texts.

### **Aesthetic and Critical Analysis**

**Standard 1:** The student analyzes, criticizes, and constructs meaning from formal and informal theater, film, television, and electronic media.

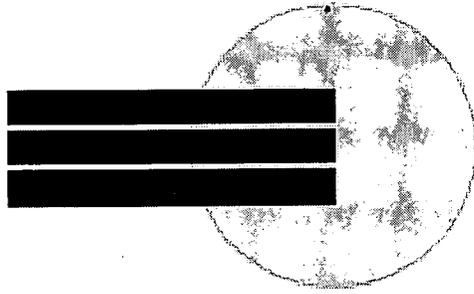
1. compares the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product.
2. understands allegoric and symbolic references in plays.
3. understands theatrical performances from the perspective of current personal, national,

and international issues, through the evaluation of artistic choices in film, television, and electronic media (e.g., different depictions of the story of Aladdin).

## **Applications to Life**

**Standard 1:** The student understands applications of the role of theater, film, television, and electronic media in everyday life.

1. understands how to use various arts media to enhance communication in theatrical productions.
2. understands the reasons for personal and audience reactions to theater from various cultures and time periods (e.g., French farce, Greek tragedy, and Japanese Noh).
3. understands the pertinent skills necessary to pursue theater careers and avocational opportunities in theater (e.g., production skills for managing, administering, organizing, publishing, accounting, and marketing).
4. understands the necessity of goal-setting, self-discipline, punctuality, meeting deadlines, and fulfilling responsibilities when mounting a theatrical production.
5. recognizes the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American theater.



# Sunshine State Standards Visual Arts

## Grades PreK-2

### Skills and Techniques

**Standard 1:** The student understands and applies media, techniques, and processes.

1. uses two-dimensional and three-dimensional media, techniques, tools, and processes to depict works of art from personal experiences, observation, or imagination.
2. uses art materials and tools to develop basic processes and motor skills, in a safe and responsible manner.
3. distinguishes the differences within and among art materials, techniques, processes, and organizational structures such as elements and principles of design.
4. uses good craftsmanship when producing works of art.

### Creation and Communication

**Standard 1:** The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts.

1. knows how subject matter, symbols, and ideas are used to communicate meaning in works of art.
2. understands that works of art can communicate an idea and elicit a variety of responses through the use of selected media, techniques, and processes.
3. knows a variety of purposes for creating works of art.
4. uses the elements of art and the principles of design to effectively communicate ideas.

### Cultural and Historical Connections

**Standard 1:** The student understands the visual arts in relation to history and culture.

1. knows that specific works of art belong to particular cultures, times, and places.
2. understands how artists generate and express ideas according to their individual, cultural, and historical experiences.

### **Aesthetic and Critical Analysis**

**Standard 1:** The student assesses, evaluates, and responds to the characteristics of works of art.

1. uses age-appropriate vocabulary to describe, analyze, interpret, and make judgments about works of art.
2. understands that works of art can be rendered realistically, symbolically, or abstractly.
3. knows the difference between an original work of art and a reproduction.

### **Applications to Life**

**Standard 1:** The student makes connections between the visual arts, other disciplines, and the real world.

1. understands that people create art for various reasons and that everyday objects are designed by artists.
2. knows various careers that are available to artists.
3. understands and uses appropriate behavior in a cultural experience.

## **Grades 3-5**

### **Skills and Techniques**

**Standard 1:** The student understands and applies media, techniques, and processes.

1. uses and organizes two-dimensional and three-dimensional media, techniques, tools, and processes to produce works of art that are derived from personal experience, observation, or imagination.
2. uses control in handling tools and materials in a safe and responsible manner.
3. knows the effects and functions of using various organizational elements and principles of design when creating works of art.
4. uses good craftsmanship in a variety of two-dimensional and three-dimensional media.

## **Creation and Communication**

**Standard 1:** The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts.

1. understands that subject matter used to create unique works of art can come from personal experience, observation, imagination, and themes.
2. understands what makes different art media, techniques, and processes effective or ineffective in communicating various ideas.
3. knows how to identify the intentions of those creating works of art.
4. uses the elements of art and the principles of design with sufficient manipulative skills, confidence, and sensitivity when communicating ideas.

## **Cultural and Historical Connections**

**Standard 1:** The student understands the visual arts in relation to history and culture.

1. understands the similarities and differences in works of art from a variety of sources.
2. understands how artists have used visual languages and symbol systems through time and across cultures.

## **Aesthetic and Critical Analysis**

**Standard 1:** The student assesses, evaluates, and responds to the characteristics of works of art.

1. develops and justifies criteria for the evaluation of visual works of art using appropriate vocabulary.
2. use different approaches to respond to and to judge various works of art.
3. understands perceived similarities and differences among different genres of art.

## **Applications to Life**

**Standard 1:** The student makes connections between the visual arts, other disciplines, and the real world.

1. understands the influence of artists on the quality of everyday life.
2. knows the types of tasks performed by various artists and some of the required training.
3. understands the similarities and differences and the various contributions of galleries, studios, and museums.

## Grades 6-8

### Skills and Techniques

**Standard 1:** The student understands and applies media, techniques, and processes.

1. uses two-dimensional and three-dimensional media, techniques, tools, and processes to solve specific visual arts problems with refinement and control.
2. uses refinement and control in handling tools and materials in a safe and responsible manner.
3. understands what makes various organizational elements and principles of design effective and ineffective in the communication of ideas.
4. creates two-dimensional and three-dimensional works of art that reflect competency and craftsmanship.

### Creation and Communication

**Standard 1:** The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts.

1. knows how different subjects, themes, and symbols (through context, value, and aesthetics) convey intended meanings or ideas in works of art.
2. knows how the qualities and characteristics of art media, techniques, and processes can be used to enhance communication of experiences and ideas.
3. understands and distinguishes multiple purposes for creating works of art.
4. knows and uses the interrelated elements of art and the principles of design to improve the communication of ideas.

### Cultural and Historical Connections

**Standard 1:** The student understands the visual arts in relation to history and culture.

1. understands and uses information from historical and cultural themes, trends, styles, periods of art, and artists.
2. understands the role of the artist and the function of art in different periods of time and in different cultures.

### Aesthetic and Critical Analysis

**Standard 1:** The student assesses, evaluates, and responds to the characteristics of works of art.

1. understands how a work of art can be judged by more than one standard.
2. uses research and contextual information to identify responses to works of art.
3. understands how an artist's intent plays a crucial role in the aesthetic value of an object.

### **Applications to Life**

**Standard 1:** The student makes connections between the visual arts, other disciplines, and the real world.

1. understands how knowledge, skills, and attitudes gained from the visual arts can enhance and deepen understanding of life.
2. understands the skills artists use in various careers and how they can be developed in art school or college or through internships.
3. understands the various roles of museums, cultural centers, and exhibition spaces.

## Grades 9-12

### Skills and Techniques

**Standard 1:** The student understands and applies media, techniques, and processes.

1. uses two-dimensional and three-dimensional media, techniques, tools, and processes to communicate an idea or concept based on research, environment, personal experience, observation, or imagination.
2. uses tools, media, processes, and techniques proficiently, knowledgeably, and in a safe and responsible manner.
3. knows how the elements of art and the principles of design can be used to solve specific art problems.
4. uses effective control of media, techniques, and tools when communicating an idea in both two-dimensional and three-dimensional works of art.

### Creation and Communication

**Standard 1:** The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts.

1. applies various subjects, symbols, and ideas in works of art.
2. understands that works of art can communicate an idea and elicit a variety of responses through the use of selected media, techniques, and processes.
3. understands some of the implications of intentions and purposes in particular works of art.
4. knows how the elements of art and the principles of design can be used and solves specific visual-art problems at a proficient level.

### Cultural and Historical Connections

**Standard 1:** The student understands the visual arts in relation to history and culture.

1. understands how social, cultural, ecological, economic, religious, and political conditions influence the function, meaning, and execution of works of art.
2. understands how recognized artists recorded, affected, or influenced change in a historical, cultural, or religious context.

## **Aesthetic and Critical Analysis**

**Standard 1:** The student assesses, evaluates, and responds to the characteristics of works of art.

1. understands and determines the differences between the artist's intent and public interpretation through valuative criteria and judgment.
2. understands critical and aesthetic statements in terms of historical reference while researching works of art.
3. knows the difference between the intentions of artists in the creation of original works and the intentions of those who appropriate and parody those works.

## **Applications to Life**

**Standard 1:** The student makes connections between the visual arts, other disciplines, and the real world.

1. knows and participates in community-based art experiences as an artist or observer.
2. understands and identifies the skills that artists use in various careers to promote creativity, fluency, flexibility, and elaboration within the arts and across life.
3. knows how to communicate with the public, the consumer, and the artistic community about aesthetic questions, entertainment, resources, and choices in education.



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